


AN INVESTIGATION OF THE RELATIONSHIP OF SELF-CONCEPT AND
SELECTED PERSONAL CHARACTERISTICS OF STUDENT
TEACHERS TO SUCCESS IN STUDENT TEACHING

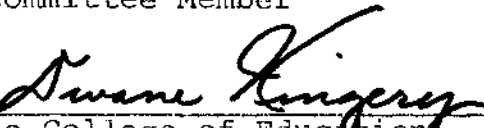
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AN INVESTIGATION OF THE RELATIONSHIP OF SELF-CONCEPT
AND SELECTED PERSONAL CHARACTERISTICS OF STUDENT
TEACHERS TO SUCCESS IN STUDENT TEACHING

DISSERTATION

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By

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CHAPTER I

INTRODUCTION

Research aimed toward ascertaining teacher effectiveness has as its goal to select and educate teachers in such a way as to be able to predict ultimate performance. In general, researchers are agreed that there are qualities, both innate and learned, which distinguish teachers who are effective in achieving desired educational objectives.

Determining which personal characteristics of teachers enable them to be most effective in their teaching roles is of importance in the education of prospective teachers.

Ryans (11) is aware of the problem of identifying important characteristics of effective teachers when he writes:

Few would deny that good teaching is the focal point of our educational system Yet in spite of universal recognition of the importance of the teacher, relatively little progress has been made in defining 'good teaching' or in specifying the distinguishing characteristics of competent teachers (11, p. 370).

Recognition of the importance of teacher personality has created a need for teacher education institutions carefully to identify, select, and educate those who will become teachers. The screening and education process can be improved if successful student teaching performance can be more accurately predicted. If specific personal characteristics

of perceived successful student teachers can be identified, then perhaps effective student teaching can be more accurately predicted.

Statement of the Problem

The problem of this study was to determine the relationships that exist between elementary student teachers' personality factors and success in student teaching.

Purposes of the Study

The purpose of this study was to investigate the relationship of the student teacher's self-acceptance scores and selected personality factors to age, grade-point average, and ratings of student teaching effectiveness.

Specifically, this investigation has attempted to answer the following questions:

1. Is there a determinable relationship between the elementary student teacher's effectiveness and factors of his personality and self-acceptance?

2. Are there any meaningful relationships between certain biographical data and the elementary student teacher's attitude of self-acceptance?

3. Are there any meaningful relationships between certain ^{biographical} ~~biographical~~ data and selected personality factors of elementary student teachers?

Hypotheses

I. When the scores of elementary student teachers on the following scales are grouped according to student teaching effectiveness and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference:

- A. Tennessee Self Concept Scale,
- B. Bills' Index of Adjustment and Values,
- C. O.P.I. Thinking Introversion Scale,
- D. O.P.I. Theoretical Orientation Scale,
- E. O.P.I. Estheticism Scale,
- F. O.P.I. Complexity Scale,
- G. O.P.I. Autonomy Scale,
- H. O.P.I. Religious Orientation Scale,
- I. O.P.I. Social Extroversion Scale,
- J. O.P.I. Impulse Expression Scale,
- K. O.P.I. Personal Integration Scale,
- L. O.P.I. Anxiety Level Scale,
- M. O.P.I. Altruism Scale,
- N. O.P.I. Practical Outlook Scale,
- O. O.P.I. Masculinity-Femininity Scale, and
- P. O.P.I. Response Bias Scale.

II. When the scores of elementary student teachers on the following scales are grouped according to grade-point averages and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference:

- A. Tennessee Self Concept Scale,
- B. Bills' Index of Adjustment and Values, and
- C. Fourteen scales of the O.P.I.

III. When the scores of elementary student teachers on the following scales are grouped according to age and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference:

- A. Tennessee Self Concept Scale,
- B. Bills' Index of Adjustment and Values, and
- C. Fourteen scales of the O.P.I.

IV. When the scores of elementary student teachers on the Intellectual Disposition Category (Thinking Introversion, Theoretical Orientation, Estheticism, Complexity, Autonomy, and Religious Orientation) of the O.P.I. are grouped according to student teaching effectiveness and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference.

V. There will be no significant relationship between the scores of elementary student teachers on the Tennessee Self Concept Scale and those on the Bills' Index of Adjustment and Values.

Background and Significance

There is little disagreement that there should be a highly competent and productive teacher in every classroom. Yet, educators are at present uncertain about how to educate,

select, and assign the constant flow of personnel entering the teaching profession. One of the reasons for this is the difficulty in defining, measuring, and evaluating teacher traits and teacher effectiveness.

Most candidates for the teaching profession must participate in some form of student-teaching experience, and those concerned with improving the prediction of teaching success most often look upon the student-teaching experience as a fertile area for research related to strengthening the teaching profession.

The underlying assumption of this total investigation is that the nature of the student teacher's self-concept and personality characteristics is important in the process of teacher-pupil interaction, and further, that the quality of this interaction is reflected in supervisors' evaluations of the student teachers' success during the student-teaching process.

This study, then, is concerned with the identification of one or more of the significant aspects of teacher personality that may be related to teaching success. It is also concerned with the evaluation of this approach in terms of its usefulness for further research and for screening teacher education applicants.

Definition of Terms

For the purposes of this study, the following terms are defined:

Self-concept is defined by Fitts (5) as the individual's "over-all level of self esteem," while Bills defines self-concept as the individual's "attitude toward self" (3). Both agree that the self-concept reflects the individual's feelings about himself.

Self-acceptance is the degree to which an individual accepts himself as he perceives himself. Self-acceptance will be operationally defined, for the purpose of this study, as the self-acceptance score indicated by the Index of Adjustment and Values.

Self-ideal discrepancy is the discrepancy which exists between an individual's concept of self and his ideal self. Self-ideal discrepancy for the purpose of this study will be defined as the self-ideal discrepancy score indicated by the Index of Adjustment and Values.

Grade-point average is the numerical average of all the subject's grades on course work beyond the sixty-hour level at the close of the first semester of the 1969-1970 school year. Grades are expressed in a numerical value, with a letter grade of "A" worth four points, "B" worth three points, "C" worth two points, and "D" worth one point for each semester hour.

Student teaching is the period of guided teaching, during the senior year, provided by the college as part of its teacher education program.

Teaching effectiveness is the average of the ratings assigned by the college supervisor and the cooperating teacher on the Professional Judgment of Student Teaching Competence Scale.

Limitations

This study is limited in that the subjects were the available students completing their student teaching during the spring semester in the Fort Worth area under the direction of the School of Education at Texas Wesleyan College or the College of Education at North Texas State University. These students had applied for an elementary provisional teaching certificate and were to graduate in June or August of 1970.

Basic Assumptions

It was assumed that the university supervisors' and cooperating teachers' ratings of the student teachers were reliable.

It was assumed the subjects were aware of their true feelings about themselves at the time of testing and were honest in revealing those feelings.

It was assumed that performance in student teaching as reflected by the ratings assigned the student teachers by

the university supervisors and cooperating teachers were a reliable predictor of success in teaching.

Procedures for Collection of Data

This study was concerned with the formulation and testing of hypotheses that relationships can be observed between the self, self-other concepts, and personality characteristics of elementary student teachers and certain selected factors. The participants were all the elementary student teachers from Texas Wesleyan College and North Texas State University engaged in supervised student teaching during the spring semester of the 1969-1970 school year. The majority of students taught in the Fort Worth area schools. This study involved 108 elementary student teachers, who worked on all levels from kindergarten through the eighth grade.

During their orientation periods at their respective colleges prior to reporting to their elementary student-teaching assignments, the subjects were asked to respond to the items of the Bills' Index of Adjustment and Values, the Tennessee Self Concept Scale, and the Omnibus Personality Inventory. These measures are described in Chapter III.

Before the subjects were presented with the materials, they were assured that the tests would in no way affect their course grades and that their responses and test results would be kept in strict confidence. They were urged to respond freely and candidly. No explanation was made to the

subjects concerning the purpose of the study prior to the administration of the tests for fear that such knowledge would influence the responses of the subjects.

Directions for each instrument were read aloud, and an opportunity for questions was provided. None of the instruments were timed, and the subjects were permitted to work at their own pace until finished.

Letters were sent to each cooperating teacher and college supervisor explaining the study and requesting that he complete the Professional Judgment of Student Teacher Competence Rating Scale (see Appendix A) at the end of the student-teaching period and return it to the investigator. Those students who did not complete their student teaching were dropped from the study.

The additional information needed in the study was obtained through the registrar's office at the respective colleges.

Summary

The purpose of the study was to investigate the relationship between student teachers' self-acceptance and personality characteristics scores and ratings of student teaching effectiveness. The relationships of age and grade-point average to self-acceptance scores were also investigated.

The subjects used in the study were 108 student teachers completing their student-teaching assignments during the spring semester of the 1970 school year in the Fort Worth, Texas, area.

The importance of the study lay in the recognized need for further knowledge of the factors that might encourage more efficient teaching. The need for more accurate identification of effective teachers demands that factors predicting teaching performance be discovered and defined as to their relative importance among existing factors. If this study can provide some information regarding factors which influence student teaching success, as measured by certain instruments, it will serve an important function.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A number of recent research studies have varying degrees of relationship to the present study. Therefore, it was necessary to select, classify, and organize the material into the following categories in terms of the criteria of this study: (1) studies related to self-concept, (2) studies related to personality characteristics, and (3) studies related to teaching efficiency.

Studies Related to Self-Concept

One of the newer approaches to the understanding of personality is to observe the human being from an internal point of view. This frame of reference is in contrast to that usually used in psychology in which behavior is observed from the outside of the individual, from the observer's point of view. It is self-psychology, as described in this chapter, which will form the theoretical basis for this study. According to the self-concept theory of personality, it is the behavior's perceptual field that is the basis for genuine understanding of the individual. This process views the personality from an internal frame of reference. Snygg and Combs (52, p. 242) express the idea as, "What a person

does and how he behaves are determined by the concept he has of himself and his abilities." Their research indicates that the individual who accepts his self-concept is an adequately functioning personality. They use the terms phenomenological psychology to express this point of view. Snygg and Combs claim as adherents to this theory some of the most productive writers in the field of psychology, such as Lecky, Maslow, Masserman, Mowrer, and Carl Rogers, who accept and have demonstrated the usefulness of this frame of reference.

The characteristics of an adequately functioning concept of the self are described by Symonds as follows:

The successfully functioning ego leads to self-confidence, self-assurance, and self-reliance. These qualities are the result of having the ability to meet the demands in time and place defined by others. When one can function adequately so as to meet the approval of others, then he gains in self-esteem and self-confidence (56, p. 70).

Combs (11) adds to this description of the adequate self-concept when he points out that the individual performs in terms of his own expectancies for himself. He states that many people in our culture are victims of their concepts of themselves. Seeing themselves as inadequate, they perform inadequately. People with adequate personalities see themselves accurately and realistically but are not resigned to staying as they are. Snygg and Combs (52) emphasized in their research that the personal frame of reference

functions as an instrument of prediction better than anything else they have tried. They base their point of view upon their belief that the behavior of a person is determined by the concept he has of himself and his abilities.

The area of psychology making greatest use of the self-concept approach to understanding human behavior is the area of psychotherapy. That self-acceptance is a necessary characteristic for good mental health has been supported by a number of therapists (7, 11, 28, 30, 31, 39, 45). Carl Rogers (45) reports an observation which he has seen repeated over and over again in client-centered therapeutic situations: whenever changes occur in the perception of the self and in the perception of reality, changes occur in behavior. In therapy those perceptual changes are often more concerned with the self than with the external world. The treatment is directed toward a change of concept of the self, and the behavior is then changed. Rogers defines the well-adjusted individual as one able to accept all perceptions, including those about himself, into his personality organization. He observed of his clients in therapy that as changes occurred in the perception of self, changes also occurred in behavior. Carl Rogers (45) has one of the clearest voices in calling attention to the importance of the personal characteristics of a person in the "helping professions." The phenomenologists are the most vocal of all theorists concerning the relationship between self-concept

and personality adjustment. Lecky (28), Rogers (45), Snygg and Combs (52), and Bills (7) concur as to the importance of the self-concept to adjustment.

In discussing the importance of personal characteristics of teachers and how these characteristics affect the classroom learning atmosphere, Rogers concludes that

Since the aim of education, like the aim of therapy, is to produce creative and adaptive individuals, well informed about themselves and their world, it does not seem too great a leap to suggest that these attitudes are as basic to the facilitation of learning in education as they are to the facilitation of learning in psychotherapy (45, p. 8).

In a paper presented in October, 1969, at the Annual Texas Conference on Teacher Education in Dallas, Walcott Beatty (5) discusses the importance in teacher education of developing teachers who are mature people and states that

The people who function most effectively are mature people. . . . The mature person is one who feels confidence that he can cope with most life situations, and who is able to express his thoughts and feelings openly and accurately, and who feels that he can make significant choices to further his own development (5, p. 8).

Studies reported in the literature indicate that how an individual perceives himself can be an important factor in personality. Raimy (43) was one of the first to discover that changes in self-concept are related to behavior and personality. In 1948 he made a quantitative analysis of changes in self approval as displayed by college students undergoing

psychotherapy. His findings support the idea that changes which occur in a client's attitudes toward himself are important functions of personality organization and can be detected. He points out that the way an individual accepts his concept of self is related to personal adjustment. He believes that a person acts in accordance with his perceptions. Raimy (43, p. 153) concludes that "What a person believes about himself is a generally accepted factor in the social comprehension of others." The self-concept theory predicates that each individual's perception of himself is of ultimate psychological significance in his organized behavior. People act in accordance with their perceptions.

It is the conclusion of Rogers (45), Flanders (15), Soars (53), and Beatty (5) that educators must develop teachers who accept others and themselves without facades or pretence, for it is these people who can provide a supportive, non-hostile climate in the classroom, a situation which facilitates development and learning in children.

Since mental hygienists and clinicians have repeatedly demonstrated the importance of self-acceptance for emotional maturity and mental health, then it becomes important for educators to be concerned about the teacher's attitude toward himself. Jersild (24) has been expressing this point of view for some time. He anticipates a merging of the psychotherapeutic and the educational emphasis in the development of the teacher. Teachers must learn to accept themselves if

they are to understand children and help children to learn healthy attitudes of self-acceptance.

Hatfield (19) conducted a study designed to measure self-concept and to determine the relationship self-concept has to successful performance in student teaching. She found that a positive relationship exists between a student's evaluations of himself and his success in student teaching. She feels that the evidence indicates that one factor in successful student teaching may be the adequacy of feelings that the student has about himself as a person.

The school is regarded as one of the chief instrumentalities for the promotion of mental hygiene in our society. Emotional climate in the classroom has long been considered one of the most crucial factors in the happy, socially effective classrooms. A happy, self-accepting teacher is instrumental in securing such a climate.

An effort is made in the following pages to summarize significant research findings and relate them to the problem of this study, that of relating personality factors to success in student teaching.

Leavitt (27) reports a study which showed that superior teachers liked children, were personally secure, and possessed well-integrated personality organization. Inferior teachers in his study reportedly disliked children, were personally insecure, and possessed feelings of inferiority and inadequacy.

Various aspects of self-estimate in Brandt's study (8) were related to each other and indicate the presence of an organizing or integrating factor, the self-concept. These findings agree with Gordon's conclusion (18) that self-estimates are functions of the self-concept and the total organization of the self.

Hoyt (23, p. 278) summarizes her findings by stating "that nearly all teachers who were considered ineffective by their superiors gave evidence of personality maladjustment." She also found that poor teachers almost uniformly rejected criticism of themselves and found self-evaluation too threatening to face. She concludes that more and earlier counseling of prospective teachers is necessary.

Hearn (20) made several case studies of unsuccessful teachers. He concludes that emotional health is an important factor in successful teaching.

Brownfain (9) made the prediction that subjects with stable self-concepts would be better adjusted than those with unstable self-concepts. All of his research supported his prediction that subjects with stable self-concepts would be better adjusted than those with unstable self-concepts would be.

Berger (6) devised a scale of forty-seven items to measure self-acceptance and had a scale of forty items to assess social acceptance. He found a positive relationship between the acceptance of self and the acceptance of others.

The role that self-acceptance plays in the healthy growth of personality is further elaborated by Horney and Fromm (22), who point out the importance of self-love in the social development of the individual. He who does not feel himself lovable is unlikely to find others lovable. From all indications, the capacity to relate to others is important in the pupil-teacher relationship.

Sheerer's study (50) reveals that perceptions of others, feelings toward others, and acceptance of others are significantly related to perception of self and to the acceptance of self. The results of his study indicate that a definite and substantial correlation exists between acceptance of the self-concept and respect for others.

Evidence in the Omwake study (41) reveals that only when self is regarded with a fairly high degree of acceptance is it possible to relate effectively to others.

Several studies (7, 44, 49) describe the reliability and the validity of the Index of Adjustment and Values. The usefulness of the IAV in differentiating personality types (44) and its usefulness as a research tool (7, p. 127) have also been reported.

Bills (7) reports findings by Fink which indicate that at statistically significant levels, persons high in acceptance-of-self, as measured by the IAV, have higher

group status, are more responsible, are more intellectually efficient, are more dominant, participate more in social events, have fewer psychosomatic complaints, have less anxiety, have fewer contacts with student-affairs counselors, have a higher general psychological adjustment, are better prepared for college work, make higher scores on achievement tests, and are more proficient in English mechanics than persons who are low in acceptance-of-self as measured by the Index of Adjustment and Values. Bills (7) conducted studies concerned with relationships of acceptance-of-self and beliefs about how others accept themselves to acceptability for leadership, a ranking of leadership success, and success as a teacher. Using self-acceptance scores and scores from the "others" index of the IAV, Bills divided the subjects into four categories. He found that the evaluation of an individual's success as a teacher is significantly related to the IAV categories of the subjects.

Bills (7) believes that in addition to how an individual perceives and accepts himself, his belief about other people's acceptance of themselves is also important. He defines the well-adjusted person as one who accepts himself and feels that others accept themselves. He concludes that personality adjustment is an important factor in teaching effectiveness.

In summary, studies indicate that the way an individual thinks, behaves, and evaluates himself reveals the perception he has of himself. Several studies show that the perception the individual has of himself is related to the perception he has of others. Studies also reveal that the individual who is high in acceptance of self will be high in acceptance of others, while the individual who is low in opinion of self will have a low opinion of others. It was shown that the self-accepting individual accepts others and relates effectively to them. These studies point out that the individual with faulty perceptions of himself possesses feelings of inferiority, has an inadequate perception of himself, and is personally maladjusted. These investigations show that the various aspects of personality revealed in self-evaluations are related to each other and indicate an integrating factor, the self-concept.

Studies Related to Personality Characteristics

Educators have expended great effort in studying the varying effects of teachers' personality characteristics upon their pupils. Several studies indicate that some progress has been made, but further research is needed to find more useful objective measures of personality.

In the last decade various professional organizations and committees have undertaken a large number of studies to analyze possible approaches to the study of teacher

personality characteristics with the hope of improving teacher education. Several authorities (7, 14, 17, 28, 30) have agreed that personality is a factor of great importance in teaching.

One of the early studies which greatly influenced teacher educators to be concerned about teacher characteristics is the Commonwealth Teacher Training Study, conducted by Charters and Waples in 1929 (10). Begun in 1925, this was a three-year study which involved thousands of concerned educators throughout the United States. A list of positive teacher traits from this study served as a guide for teacher education for many years.

Withall and Lewis (60) emphasize that the teacher is the primary ingredient in the learning process and that the characteristics of good teachers should be identified. They point to a need for knowing more about the varying effects of teachers' personality characteristics upon their pupils.

Symonds, in support of this point of view, states,

. . . The role of the teacher depends more on personality than on specific methods or materials that he may use. A teacher's approach to teaching and his attitude toward his relationship to his pupils are a function of his attitude toward life in general. One is successful as a teacher to the extent that one is adjusted and adequate as an individual. Of course, methods are important, but the success or failure of a teacher depends principally on personality factors (56, p. 127).

Studies pertaining to teacher personality are abundant in the literature. Getzels and Jackson (17) compiled a list

of more than 800 studies undertaken during the years 1950-1963 in teacher personality and characteristics. They acknowledge the importance of the problem and imply that seeking for answers concerning the relationship between teacher personality characteristics and teaching effectiveness should continue. They conclude that

Despite the critical importance of the problem and a half century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality, or about the relationship between teacher personality and teacher effectiveness (17, p. 574).

The multitude of studies in teacher personality and characteristics rank personality as one of the most important factors determining the competency of the classroom teacher. Most experts agree with Getzels when he states, "The personality of the teacher is a significant variable in the classroom. Indeed, some would argue it is the most significant variable" (17, p. 506).

In the most extensive study of teachers ever conducted, David Ryans attempted to identify certain types of teacher traits which are significantly related to teacher success in a wide variety of situations. The personality patterns of the elementary teachers were highly correlated with pupil behavior in the classes of those teachers. Ryans (47) reports that the most notable characteristics which distinguished the high group from the low group are as follows:

High teachers--They had a tendency to be extremely generous in appraisals of the behavior and motives of other persons; possess strong interest in reading and literary affairs; interest in music, painting, and the arts in general; participate in social groups; enjoy pupil relationships, prefer nondirective (permissive) classroom procedures; manifest superior verbal intelligence; and superior with respect to emotional adjustment.

Low teachers--They tended to be restrictive and critical in their appraisals of other persons; prefer activities which did not involve close personal contacts; express less favorable opinions of pupils; manifest less high verbal intelligence; show less satisfactory emotional adjustment; and represent older age groups (47, pp. 397-398).

Part of the study by Ryans (47) is concerned with personality characteristics of teachers and the relationship of these characteristics with such factors as age, teaching experience, sex, teaching level, and marital status. The findings seem to indicate that these factors are related to the way teachers perform in their teaching roles.

A review of the literature reveals a wide variety of approaches to the study of characteristics conducive to effective teaching. While little that might be considered conclusive has been reported, much groundwork has been laid, and the way for further investigation has been indicated. The following is a summary of studies in this area.

Anderson's study (3) demonstrates that the teacher's classroom personality and behavior influence the behavior of the pupils. Teachers who used socially integrative behaviors appeared to facilitate friendly, cooperative, and self-directive behaviors in the children they taught.

Teachers who used dominative techniques produced aggressive, antagonistic behaviors in their pupils, who expressed antagonism toward both their teachers and their peers.

In a study of personality as it relates to teacher-pupil rapport, Medley (33) found that a large part of a teacher's success depends on her own personality. He concludes that the type of school and the kind of pupils are of less importance than what the teacher brings to the classroom.

In a comparative study of teacher and pupil personality traits, Amatora (2) found a positive correlation on all of her twenty-two items. More than half of the items of personality were found to be similar and were significant at the 1 per cent level. She observed that it is of vital importance in the development of wholesome personalities in children to have teachers with wholesome personalities.

Leeds' study (29) shows that a teacher whose personality is basically well-adjusted and characterized by a sincere liking for children, a kind and pleasant disposition, and a balanced outlook on life will be well liked and effective.

Cook and others (12) describe effective teachers as those who exhibit democratic behavior, see good in themselves and others, and are acceptant of themselves and others as a result. It was observed that such teachers develop healthy attitudes, self-acceptance, and responsible civic behavior in children.

An investigation by Moore and Cole (38) analyzed the relationships between the Minnesota Multiphasic Personality Inventory scores and supervisors' ratings for 127 elementary school teachers. Their conclusions suggest that a wide variety of maladjustments may be involved in poor student-teaching performance. They recommend that student teachers who do poorly should seek counseling and psychotherapy as an aid to overcoming emotional difficulties rather than seeking another major.

Lamke (26) concludes from his investigation that good teachers enjoy good person to person relationships, while poor teachers appear to be shy. In the interpretation of results, he points out that there may be a balance of traits that is required for teaching success and that in order to predict success, one must understand what is required for this balance.

Washburne and Heil (58) report a study during which trained observers rated teachers and compared the ratings given to various criteria. They conclude that the teacher's personality has a measurable effect on pupils' academic and social progress.

A follow-up study at Indiana University (51) indicates that personality is a basic and important variable in teaching success. In the investigations connected with this study, it was concluded by the researchers that personality may be the most important factor in teaching performance.

In a comparative study using personality inventories and supervisor ratings as the criterion for teaching success, Michaelis (35) found correlations between the test scores and the criterion to be significant at the .01 level. He emphasizes the need for more basic information about personal traits and characteristics of normal persons who choose teaching as a profession.

Poffenberger and Norton (42) report a study in which an attempt was made to determine how the students reacted to the teacher's personality. They found that the personality of the teacher affects the children's attitudes toward the teacher and toward their school work.

May (32) attempted in his study to determine how accurately the academic success of liberal arts freshmen could be predicted at Syracuse University. He concludes that general intelligence is the most important single factor in predicting success of a student. He also suggests the desirability of measuring character and personality traits as one of the techniques of predicting success in teachers. In a related study, Somers (54) concludes that personality, as measured by estimates of teachers, exhibits a relatively close relationship to an individual's success as a student and to his achievement as a teacher.

In a summary of investigations dealing with the measurement and prediction of teaching efficiency, Barr (4) reports

more than 200 references to positive relations between personality characteristics and some criterion of teaching success.

In a study of 'successful men and women teachers, Tanner (57) found both sexes were better adjusted socially, had a broader interest pattern, showed more ability in leadership in their own groups, and manifested greater scholarly interests than the average teacher. Even in their youth they had participated in many social activities, belonged to well-knit groups, and possessed a number of interests, including scholarly ones. Among his superior teachers, Tanner found definite irreligious, even agnostic, trends. In a related study of failing beginning teachers, Wey (59) found that 17 per cent failed because of personal deficiencies.

A psychiatric viewpoint is expressed by Mones (37, p. 141), who states, "Education must be based on the giving and sharing of self, rather than the giving and sharing of academic information." He feels that there is a growing realization by educators that the basic tool of the teacher is the dynamics of personality.

Symonds (56) stresses the need for objective measuring instruments of teachers' personalities rather than for observation of teachers' outward behavior:

The stability of the teacher image is of little help in predicting effective teaching since the great variety of classroom behaviors among effective teachers seems to preclude the use of observation as a tool for distinguishing

effective teaching; . . . the basic determinants are to be found in the personality structure of the teacher rather than in outward behavior (56, p. 309).

A review of research reveals that no clear picture exists regarding the optimum pattern of student teacher personality characteristics. But substantial evidence has been provided to suggest that the search for some relationships between personality characteristics of student teachers and success in student teaching is a worthwhile study. It appears that if valid instruments could be found to measure student teachers' personality characteristics and valid quantitative measurements of student teaching success could be obtained, this information would greatly enhance teacher educators' ability to educate more effective teachers. The research provides rather conclusive evidence that the teacher's personality traits play a significant role in the teaching-learning process.

In summary, the literature seems to conclude that personality is of primary importance in teaching success. Studies reveal that personality tests and inventories that have been used in these studies, while helpful, do not sufficiently measure qualities of the personality in order to predict teaching efficiency. There is some evidence in the research reviewed that certain personality traits or dimensions of personality influence teaching success. There is general consensus in those studies reviewed that investigations

and definitions of personality traits influencing teaching success need to be made. There is also evidence that teachers who develop self-understanding and responsible behavior in children are teachers who themselves exhibit personal security, well-integrated personality organization, and good personal relationships with others.

Studies Related to Evaluating Teacher Effectiveness

A review of the research reveals numerous studies which have attempted to measure teaching success. At present there has been little agreement as to the most effective way to determine teaching effectiveness.

Many uncertainties remain regarding the traits, talents, and competencies which separate the effective teachers from the ineffective teachers. Yet, there is general agreement among investigators that it is of primary significance that the characteristics of successful teachers be as thoroughly understood as possible. Mitzel (36) proposes in his research writing that we need to identify behavior traits deeply rooted in personality and resistant to change as the first step to improving teaching effectiveness research.

A review of the literature reveals that many techniques have been used in an attempt to measure teaching success. These include peer ratings, self-ratings, student ratings, observational analysis ratings, and administrative ratings.

In 1948 Barr (4) published one of the first up-to-date summaries of studies concerned with the measurement and prediction of teaching efficiency. His conclusions stress the unreliability of the instruments utilized by the various investigators in gathering their data.

The September, 1961, issue of the Journal of Experimental Education is devoted entirely to a summary of the prodigious amount of research conducted during the years 1940-1960 aimed at exploring ways and means of validating an objective approach to teacher evaluation. The following paragraphs cite some of the more significant studies completed during that period.

Many authorities (3, 14, 17, 26, 35, 36) offer evidence that professional ratings can be used with some degree of confidence as criteria for evaluating teachers. Michael (34) observes from his study that it appears not only test scores but also ratings of personal and professional qualities are predictive of success in teacher training programs.

Evans (13) reports that the most suitable opinions of effectiveness for general use are those of professionals. He defines professionals as those who are in a position of leadership with requisite experience and knowledge to provide a valid rating in the student-teaching situation.

Fattu (14) and Ryans (47) both conclude that teacher rating devices are the most frequently used measure for

research and administrative purposes. Ryans (47) is but one of many who recommends their use for judging teacher effectiveness by the observation method. He proclaims the necessity of discussing effectiveness within the context of a particular system of values.

The use of rating scales tends to reduce the possibility that different supervisors will rate different traits. The results of a study by Rolfe (46) indicate that rating scales, when used by experienced and competent supervisors for the purpose of evaluating teacher efficiency, give a positive correlation with teaching efficiency.

Shafer (49) investigated the relationship between student teachers' self-acceptance and supervisors' ratings of student-teaching effectiveness. A positive relationship was found to exist between student teachers' self-acceptance scores, as measured by the Index of Adjustment and Values, and student-teaching ratings received from supervising teachers as a whole and with respect to each of the aspects of the teaching-learning situation investigated. It was concluded that one factor in student teacher effectiveness is the student teacher's attitude of acceptance. She recommends in her findings that educational institutions provide proper guidance facilities so that students who reveal low acceptance-of-self may have the opportunity to improve this aspect of their professional development. Shafer also

recommends that further studies be made to identify other personality factors which may be effective predictors of student-teaching success.

Hinely (21) found that college supervisors and cooperating teachers tend to agree as to the competence of the student teacher to assume the role of a teacher. Both Kriner (25) and Stoelting (55) obtained a substantial positive correlation between faculty estimates and ratings of teaching success. Sanford and Trump (48, p. 391) conclude that "authorities are in quite general agreement that the judgement of experts is the best available criterion of teaching success."

Nash (40) cites research showing that success as a student teacher generally leads to success as a professional teacher. Results of his study indicate that most successful teachers had a higher grade-point average than less successful student teachers.

It is apparent that one of the major problems in judging teacher effectiveness or success is the criteria used in the measurement. Research in the area of teaching effectiveness indicates that the measurement and prediction of teaching effectiveness is a complex problem and that much improvement needs to be made in the area.

One must conclude from a review of the literature on evaluating successful teaching that any technique used lacks

conclusive evidence as to its validity. The most reliable and widely used approach for measuring teacher effectiveness is professional ratings. For this investigation, a professional rating scale was employed as the necessary criterion for assessing or identifying successful student teachers in order to determine what psychological or personality factors are associated with these teachers. The rating criterion, in spite of its known shortcomings, is still the best demonstrable method at present for this purpose.

Summary

Many investigations on teaching effectiveness have been reported in the literature. An approach common to many of the studies of teaching success is expressed in terms of personal characteristics and qualities of the teacher. Among the factors which determine the competency of teachers, personality is regarded as a factor of primary importance. Personality traits are believed to have a great influence on teaching success, and further investigation of these traits is urged by most researchers.

A number of studies demonstrating the relationship between the self-concept, a dimension of personality and behavior, deal with the self-concepts of subjects based on their own ratings. These studies show that the way the individual rates himself reveals the perception he has of himself. These studies also indicate that the individual's

concept of himself is related to the concept he has of others. If he accepts the perception he has of himself, he is also likely to accept others and relate effectively to them. Thus, in these studies self-acceptance also means other acceptance.

A review of research related to the Index of Adjustment and Values indicates that this instrument, which yields scores of self-acceptance, might be useful as a research tool. It is, therefore, the self-acceptance scores from this instrument which are used as one of the measures of self-acceptance in the present study.

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CHAPTER III

METHODS AND PROCEDURES

Introduction

The comparison of the student's self-acceptance and his success as a student teacher required the solution of three data-gathering problems. A method consistent with phenomenological psychology had to be found for the measurement of the student's self-concept; an instrument was required to determine the personality characteristics of the student teachers; and, finally, the important question of the choice of criterion for student-teaching success had to be resolved.

This chapter is organized under the various headings which make up the major elements of the methods and procedures used in gathering the data for the study. These headings are (1) the selection of subject, (2) sources of data, (3) description of instruments, (4) student-teaching assignments, (5) supervision of the student teachers, (6) treatment of data, and (7) the summary.

Selection of Subjects

The population of this study consisted of 108 elementary student teachers representing Texas Wesleyan College

and North Texas State University during the spring semester of the 1969-1970 school year. Seventy-three of the subjects were enrolled at Texas Wesleyan College, a church-related private college of approximately 2,000 students, centrally located in the city of Fort Worth, Texas. The remaining 35 subjects were enrolled at North Texas State University, a large state university of approximately 14,000 students located in the city of Denton, Texas, some 30 miles north of the Fort Worth area.

The group of student teachers involved in the study was composed of 3 men and 105 women assigned to schools in the Fort Worth metropolitan area. The student teachers were assigned as closely as possible to the grade level of their choice, representing grades kindergarten through the eighth grade. The student teachers were distributed among the grades as shown in Table I.

TABLE I
THE DISTRIBUTION OF THE 108 ELEMENTARY STUDENT TEACHERS
AMONG THE VARIOUS ELEMENTARY GRADE LEVELS

Grade Level	Number
K	3
1	25
2	29
3	26
4	10
5	10
6	3
7	1
8	1
Total	108

The subjects chosen for this study were selected from two area colleges who assign student teachers to elementary schools in the Fort Worth metropolitan area. The subjects were also chosen on the basis of the willingness of the institutions to make resources available to the investigator.

Sources of Data

All students used in this study were enrolled in student teaching under the direction of the School of Education at Texas Wesleyan College or under the direction of the College of Education at North Texas State University during the spring semester, 1970, and met the following conditions: (a) they were scheduled to complete their student teaching during the spring semester of 1970, (b) they had applied for a provisional teaching certificate, and (c) they were scheduled to graduate in June or August, 1970. Records in the education departments at the respective colleges were utilized in obtaining this information.

The grades earned by the student teachers in all of their college hours beyond the sixty-hour level were secured from the registrar's office at the respective colleges. These grades were converted to respective grade-point averages based on a four-point system of "A" four points, "B" three points, "C" two points, and "D" one point.

The 108 elementary student teachers involved in the study were administered the Tennessee Self Concept Scale

(Clinical and Research Form), the Bills' Index of Adjustment and Values, and the Omnibus Personality Inventory (form F), during the first week of the spring semester, 1970. The tests were given under the supervision of one person during a time that the student teachers had reserved for a regular student-teaching seminar meeting. Total testing time was approximately one and one-half hours.

The student teachers were informed that the results of their personality measurements would be kept confidential and would in no way affect their student-teaching grades or recommendations. Every student teacher involved in the study participated willingly.

Performance in elementary student teaching was secured through the cooperation of the university supervisors and the cooperating teachers. The supervisors completed an instrument entitled Professional Judgment of Student Teacher Competence (see Appendix A). All university supervisors and cooperating teachers who supervised a student teacher were asked to rate the student teacher on a numerical rating of from one, extremely unfavorable, to eleven, extremely favorable, using a rating which corresponded most closely to his performance. These ratings were later multiplied by ten to remove the decimal points resulting from averaging the two ratings to make one total rating for each student teacher. This form was completed near the end of the spring semester at the close of the student-teaching experience. Each

cooperating teacher and college supervisor was provided with a self-addressed, stamped envelope which was used to mail the evaluation rating sheet. All of the inventories used in the study were administered, scored, and recorded by one person to insure the confidential nature of the information.

Description of Instruments

There is a growing body of knowledge and experience which indicates that the individual is capable of making evaluative judgment of himself. The common procedure has long been for an outside observer to make ratings and later to review the rating with the person rated. It is a well-established clinical practice to use the evaluation of the subject himself in attempts to improve behavior. The following paragraphs describe in more detail the self-evaluating instruments used in this study.

The two measures selected for determining the self-concepts of the subjects were constructed by two different self-concept theorists who used the direct approach in different ways. Fitts infers the self-concept from the individual's total score, which is obtained from the instrument he developed--the Tennessee Self Concept Scale. Bills infers the self-concept from the individual's self-ideal discrepancy score, which he obtains from the instrument he developed--the Index of Adjustment and Values.

The Tennessee Self Concept Scale

In recent years a wide variety of instruments has been employed to measure the self-concept. The Tennessee Self Concept Scale is a standardized and multi-dimensional scale which was selected for use in the present study. It provides a means of studying and understanding human behavior in keeping with the aims of this study. As stated in the Tennessee Self Concept Manual,

The individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health (7, p. 1).

The Tennessee Self Concept Scale, developed by Fitts, consists of 100 self-descriptive items, of which 10 yield a "self criticism" score. The format is two-dimensional on a three-by-five scheme. Three horizontal columns allow the individual to state his Identity (Row I), Self-satisfaction (Row II), and Behavior (Row III). Five vertical columns allow the individual to reveal his perceptions of the "selves" which constitute his self-concept. Column A concerns the individual's "physical self"; Column B is concerned with his "moral-ethical self"; Column C deals with the individual's "personal self"; Column D is concerned with the "family self"; and Column E deals with his "social self." The self-concept score is the total of all the above scores, which total the same both horizontally and vertically, and

The directions require the individual to respond to several statements about himself and his relationships with significant others. The individual encircles on a separate answer sheet one of five choices as his response. The possible responses and their corresponding numbers are shown below.

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
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Scoring is so arranged that the individual receives the same numerical score for encircling choices having the same relative positions on either side of three. If the "Total Positive" score is above the mean, the individual earning it is judged to have a positive self-concept, while if it is below the mean, his self-concept is judged as being negative.

Because of the importance of a person's self-concept, a knowledge of how an individual perceives himself should be useful in attempting to evaluate his chances of becoming successful in the person-to-person profession of teaching.

The Tennessee Scale consists of 100 self-descriptive statements which the subject uses to portray his own self image. The Scale is self-administering for groups and can be used with subjects having at least a sixth-grade reading level. It is applicable to the whole range of psychological adjustment from healthy, well-adjusted people to psychotic patients.

Bills' Index of Adjustment and Values

Convinced that the adequacy of the self-concept is a clue to personality organization and the mental hygiene of the individual, a number of researchers have been concentrating on the development of usable techniques for assessing this characteristic. Bills, Vance, and McLean (3) report on an instrument devised to give an index of adjustment and to detect the subject's value system. To construct the Index of Adjustment and Values, they took a sample of 124 words from Allport's list of 17,953 traits. In selecting this sample they made an effort to choose those items which occur frequently in client-centered interviews and which seem to present clear evidence of self-concept definitions.

Efforts were made to validate the instrument through the use of twenty female college student volunteers, who were administered the Index of Adjustment and Values and the Rorschach. The Rorschach divided the students into two groups on the basis of the presence of neurotic or psychotic signs. Fifteen records showed neurotic tendencies and five psychotic indications. The Acceptance of Self scores of those having neurotic signs were below the mean of the 482 standardized subjects and the five records showing psychotic signs were above this mean. The researchers found perfect agreement of judges' rankings of psychotics on level of adjustment and the subjects' ranking in deviation from the mean. On the

neurotics, such rankings resulted in a rho of .60. Those that ranked below the mean were found to be intro-punitive and those ranking above were found to be extrapunitive.

The Index of Adjustment and Values is designed to measure self-concept, acceptance of self, concept of the ideal self, and the discrepancy between self-concept and the concept of the ideal self. Also, it purports to measure an individual's perceptions of how individuals in his peer group accept themselves.

In regard to himself, the subject gives three answers for each of the forty-nine items. In Column I he answers the question "How often are you this sort of person?" by inserting a number referring to a five-point scale from "most of the time" to "seldom." In Column II he answers the question "How do you feel about being this way?" by inserting a number referring to a five-point scale from "very much like" to "very much dislike." In Column III the subject answers the question "How much of the time would you like this trait to be characteristic of you?" by inserting a number referring to a five-point scale from "seldom" to "most of the time." Column I is summed after reversing the negative traits to render the Self score. Column II is summed and taken as a measure of Self-Acceptance. Column III is summed to indicate Ideal Self. The sum of the discrepancies between Columns I and III is taken as an index of Ideal-Self Discrepancy.

The Index of Adjustment and Values yields impressive split-half and test-retest reliability coefficients. Split-half coefficients on the Self-Acceptance scale were .91 and .82, respectively, in two studies. Split-half reliabilities on Self-Ideal Discrepancy were .88 and .87, respectively, in the studies. The correlation coefficients quoted above were significantly different from zero at less than the $P = .01$ level (3, p. 54).

In his Manual for the Index of Adjustment and Values, Bills reports scores of studies which offer evidence for the content, concurrent and construct validity of the instrument (3, pp. 63-74). Wylie states in her book The Self Concept, "Much more information is available on the norms, reliability, and validity of this instrument than on any other measure of the self concept included in this survey" (12, p. 70).

The I.A.V. requires approximately twenty-five to thirty-five minutes for administration.

The Omnibus Personality Inventory

The Omnibus Personality Inventory was constructed to assess selected attitudes, values, and interests, chiefly relevant in the areas of normal ego-functioning and intellectual activity. It was assembled to help accommodate particular research purposes, and the content came from several sources, including the Minnesota Multiphasic Personality Inventory (10), the Minnesota T-S-E Inventory (6),

and several exploratory scales not found in any existing inventories at that time. These latter scales represented chiefly the thinking and efforts of the men on the staff at the Institute for Personality Assessment and Research, University of California, Berkeley (11). From the standpoint of these researchers, human beings were seen as potentially capable of change in the social-learning environment. The specific personality characteristics to be measured were chiefly those of hypothesized relevance in a formal academic context.

The Omnibus Personality Inventory (form F) is an instrument containing 385 statements designed to measure the differences among college students with regard to their attitudes, opinions, and feelings on a variety of subjects. The time required to administer the Inventory varies, but generally will not exceed sixty minutes. There is no definite time limit.

The reliability coefficients of the O.P.I. are based on two procedures. The internal consistency of the instrument was determined by both the Kuder-Richardson Formula and the Spearman-Brown corrected split-half method. The derived figures ranged from .67 to .89 on the internal consistency of the several scales. The test-retest reliability coefficients were above .85, with approximately half falling at .89 or above.

Correlations with other measures provided the core of the validation data. Validation data are presented for each scale (9, pp. 35-48). Examples of the other measures with which the scales were correlated are the Allport, Vernon and Lindzey Study of Values, the Strong Vocational Interest Blank for Men, the Guilford-Zimmerman Temperament Survey, the Myers-Briggs Type Indicator, the California Psychological Inventory, the CEEB Scholastic Aptitude Test (SAT), the Edwards Personal Preference Schedule (EPPS), and the MMPI. Subjects used in the validation of the several scales were all college students.

Professional Judgement of Student Teacher Competence

The instrument for evaluating performance in student teaching was the scale entitled Professional Judgement of Student Teacher Competence (see Appendix A). This Scale was developed by the Department of Education, San Diego State College, San Diego, California (6). This scale consists of six summary statements, ranging from extremely unfavorable to extremely favorable. Odd numbers will be assigned, beginning with the number one for the most unfavorable statement. Even numbers were assigned to the spaces in between the statements and were used when the rating given the student teacher by the cooperating teacher and the university coordinator differed and had to be averaged. The reliability of this scale was tested by

Lewis (10) for an earlier study at North Texas State University and the instrument was found to have a reliability coefficient of .92.

The measurement of teaching efficiency is one of the most challenging problems in the field of educational research. When it becomes possible to measure teaching success in an adequate manner, educators will have a valuable criterion by which to evaluate the programs for teacher education and selection. Unfortunately for purposes of research, educators do not always agree as to who is a good teacher or what are the concrete manifestations of teaching ability. If there were agreement even on the desired outcomes of teaching, then a measure of the extent to which desired teaching goals have been achieved could be considered an indirect measure of teaching efficiency; however, great philosophical differences make such agreement difficult.

Although the limitations of rating scales have been pointed out by many researchers, Leavitt (12), Masters (13), and Anderson (1) contend in their writings that rating scales are still probably the best means available for predicting teaching success.

In accordance with the contention of Bradfield and Moredock (4) that the reliability of rating scales is enhanced when the number of observations and the number of independent judgments are increased, each student teacher in the present study was judged on the basis of both the

college supervisor and the cooperating teacher. Both of these observers made an independent rating of the quality of the student teacher's work as a student teacher.

It seems inevitable that subjective judgments of probable success will always be made in the teaching profession; hence, it appears wise to develop the rating technique to its greatest possible usefulness rather than eliminate it from future use.

Student Teaching Assignments

It is important to explain the nature of the student-teaching terms at the two institutions involved in the study. Seventy-five per cent of the students from Texas Wesleyan College engaged in full day (eight hours a day, five days a week) student teaching for eight weeks, while the remaining 25 per cent engaged in six hour a day, five day a week student teaching for a period of twelve weeks. The North Texas State University student teachers were enrolled in a block plan for their student teaching. They attended elementary methods classes on campus for fifteen hours a week for four weeks prior to going to their student-teaching assignments in the public schools. They spent eight weeks of full-day student teaching, after which they returned to classes on campus to evaluate and complete their methods courses.

Approximately 80 per cent of the elementary student teachers were assigned to public elementary schools, grades kindergarten through eighth, for eight hours per day, five days a week for a period of eight weeks; the remaining 20 per cent of the student teachers were assigned to the elementary schools for six hours a day, five days per week for a period of twelve weeks because of their enrollment in methods classes on campus. The majority of the student teachers involved in the study were assigned to schools in the Fort Worth metropolitan area. A few were assigned to public schools within a fifty-mile radius of their respective colleges. There were forty-three different elementary schools represented.

The length of time during which each student teacher had major teaching responsibility in his classes ranged from four to six weeks. The last few days for most of the student teachers was spent in becoming acquainted with the functions of the administrators, counselors, and other personnel involved in the total school program as well as in planning and observing in classrooms at different grade levels within the school.

Supervision of Student Teachers

The university supervisors followed the usual pattern of supervising the student teachers during the study. This procedure involves an initiatory visit to the classroom

before the student teacher begins teaching his own units and three observations during the period of his active teaching while the student teacher is in full charge of the classes. Each observation is followed by a conference with the cooperating teacher and the student teacher. The university supervisors meet with the student teachers assigned to them in several seminars throughout the semester. This meeting is not a methods class but a time when questions, comments, and discussion topics are brought before the group by the supervisors and the student teachers themselves.

Since the student teachers are evaluated by the cooperating teachers, it seems appropriate to point out how the cooperating teachers are chosen. The teachers are recommended by their principal or their supervisor from the public schools and are approved by the college supervisors responsible for the student-teaching program. The majority of the public schools involved in this study require their cooperating teachers to have taught at least three years. They give preference to those teachers who hold masters' degrees or who are engaged in graduate work.

Treatment of Data

All statistical computations necessary to test the tenability of the various hypotheses in this study were computed on the IBM Computer at the new Computer Center, North Texas State University, Denton, Texas. The data for each subject were entered on cards prior to the computer

processing. All hypotheses were stated and tested as null hypotheses. The decision as to the level of significance beyond which a null hypothesis was rejected was arbitrarily designated at the 5 per cent level of significance and was used throughout the study. The 1 per cent level was considered highly significant.

It was the purpose of the study to investigate the relationship of the self-acceptance scores and personality characteristics of the elementary student teachers to student teaching evaluation scores indicated by supervisors. The mean difference was computed by using the inventory scores and the student-teaching measurements of the student teachers.

Fisher's \underline{t} was the statistical technique used in testing Hypotheses I through IV in the study. Fisher's \underline{t} tests the significance of difference between the means of two groups. The following formula is given by McNemar (14, p. 102):

$$\underline{t} = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

M_1 = mean of group one

M_2 = mean of group two

N_1 = cases in group one

N_2 = cases in group two

S_1 = standard deviation of group one

S_2 = standard deviation of group two.

Pearson's product-moment correlation coefficient was used to test Hypothesis V. The formula, as given by McNemar (14, p. 112), is as follows:

$$r = \frac{N\sum XY - (\sum Y)(\sum X)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

For the significance of r : $z = r\sqrt{N}$.

A master sheet was constructed; all the variables were listed as raw scores. Variables listed included the ranking on student teaching effectiveness, age, grade-point average (beyond the sixty-hour level), and the scores from the three measures used in the study--the Tennessee Self Concept Scale, the Bills' Index of Adjustment and Values, and the Omnibus Personality Inventory.

Following the mathematical computations, the data were entered into tables for clarity of presentation. These tables are given in the following chapter with an analysis of the data.

Summary

The purpose of this study was to investigate the relationships between certain personality characteristics of elementary student teachers and their success in their off-campus student-teaching experience. It was intended that the results would provide useful information regarding the varying effects of student teachers' personality characteristics and probable success in their chosen profession.

The population was defined as the 108 elementary student teachers, 73 from Texas Wesleyan College and 35 from North Texas State University, enrolled for off-campus student teaching during the spring semester of the 1969-1970 school year. Each of these student teachers was administered the Tennessee Self Concept Scale (forms C and R), the Bills' Index of Adjustment and Values, and the Omnibus Personality Inventory (form F).

Each university supervisor and each cooperating teacher assigned a rating for those student teachers under his supervision. The student teachers were rated on the Professional Judgment of Student Teacher Competence Scale (see Appendix A) according to their judged relative teaching effectiveness. These two ratings were averaged to assign a total rating for each student teacher.

This study was concerned with an analysis of the relationships between the student teachers' personality characteristics, self concept scores, and the factors of age, grade-point average (college hours beyond the sixty-hour level), and teaching effectiveness. The major hypotheses were analyzed by comparing the characteristics and student teaching success of two groups, the upper one-third and the lower one-third. The last hypothesis was concerned with obtaining the correlation between the two self-concept measures used in the study. the Tennessee Self Concept

Scale and the Bills' Index of Adjustment and Values. This relationship was determined by correlating the two measures in an effort to determine whether they were measuring the same dimension of the student teacher's self-acceptance.

This chapter also included an explanation of the off-campus elementary student-teaching program for the students involved in this study. The next chapter (Chapter IV) contains a report of the findings resulting from the various analyses of the data and some of the interpretations regarding the implications of the findings.

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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The first three chapters consisted of an introduction to the problem studied, a review of related research, and a description of methods and procedures used in this study. The organization of this chapter, which contains the findings, is based on a description of the differences between the student teachers' personality characteristics and self-concept and assessments of their off-campus student-teaching success. The factors of age and grade-point average are also related to these characteristics.

Attempts to describe and measure the desirable teaching personality have not met with much success in the past. A review of the literature has revealed the emphasis given to personality factors in teaching success by a number of researchers in the field. Even though clinicians and mental hygienists have stressed the importance of the individual's attitude toward himself as a factor in good mental health and adequate functioning of the personality, very few studies have been undertaken to determine the relationship between acceptance of the self as a person and success in the student-teaching experience. It is this relationship with which

this study is concerned, together with an examination of the relationship of the self-other concept and personality characteristics to success in student teaching, age, and grade-point average.

The chapter discussion is organized under the following sub-topics: (1) comparison of teaching effectiveness and self-concept scores, (2) comparison of teaching effectiveness and scores on personality characteristics, (3) comparison of grade-point averages and self-concept scores, (4) comparison of grade-point averages and scores on personality characteristics, (5) comparison of age and self-concept scores, (6) comparison of age and personality characteristics, (7) comparison of scores on Intellectual Disposition Category and rating on teaching effectiveness, and (8) comparison of scores on Tennessee Self Concept Scale and the Bills' Index of Adjustment and Values. Specifically, the following hypotheses were tested.

Comparison of Teaching Effectiveness and Self-Concept Scores

Hypothesis I-A is that when the scores of elementary student teachers on the Tennessee Self Concept Scale are grouped according to student teaching effectiveness, and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference. The results of the self-acceptance measures derived from the Tennessee Self Concept Scale were compared with the results

of the student-teaching measurements obtained from the Professional Judgment of Student Teacher Competence (see Appendix A).

On the basis of the average rating for each student teacher, obtained by averaging the rating by the university supervisor and the cooperating teacher, the 108 student teachers were divided into three equal groups. As indicated in Table II, the upper third represents 36 student teachers

TABLE II
RATINGS ON STUDENT TEACHING EFFECTIVENESS

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Rating	95.56	7.97	53.06	13.19	16.31*

*Significant at the .001 level; 3.60 = t value at .001 level, 35 df.

whose evaluation scores range from a low of 85 to a high of 110. The lower third contained 36 student teachers whose evaluation scores ranged from a low of 10 to a high of 65. The evaluation scores range from high to low, that is, the higher the score the greater the performance.

The mean rating assigned by college supervisors for the total group was 68.5, while the mean rating assigned by the cooperating teachers was 80.2.

The results of this data analysis are presented in

TABLE III

COMPARISON OF TENNESSEE SELF CONCEPT SCALE SCORES AND RATINGS OF STUDENT TEACHING EFFECTIVENESS

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Total Positive	357.81	27.63	342.14	25.44	2.47*
Total Conflict	27.19	7.88	32.69	9.72	-2.60*
Row 1 Identity	132.72	7.35	128.86	9.35	1.92
Row 2 Satisfaction	108.75	14.32	100.78	12.19	2.51*
Row 3 Behavior	116.33	9.47	112.50	9.65	1.67
Self Criticism	35.58	5.87	34.53	5.67	.76

*Significant at .05 level; 2.031 = t value at .05 level, 35 df.

the scores on the Tennessee Self Concept Scale were significant at the .05 level of confidence when compared with ratings of student-teaching effectiveness.

The Total Positive Score is the most important single score on the Tennessee Self Concept Scale. It reflects the overall level of self-esteem. According to the manual (3), persons with high scores on this scale tend to like themselves, feel that they are persons of value and worth, have high confidence in themselves and act accordingly. People with low scores have little confidence in themselves. The analysis of data on this scale indicates a difference does exist

between those student teachers who perceive themselves positively and those who perceive themselves negatively, as indicated by the Total Positive Scale when the student teachers are grouped by effectiveness ratings.

This finding is in agreement with observations that those student teachers who are self-accepting will be perceived as effective student teachers by their supervisors. That is, in general, the individual who scores high in self-acceptance may also be expected to be regarded as an effective student teacher.

An examination of the data in Table III indicates that there is a significant difference at the .05 level of confidence between the upper and lower thirds of student teachers on the Total Conflict Scale of the Tennessee Self Concept Scale when grouped by teacher effectiveness ratings. High scores on the Total Conflict Scale reveal confusion and general conflict in self perception. Low scores have the opposite interpretation. As stated in the manual (3, p. 4), "The conflict scores are reflections of conflicting responses to positive and negative items within the same area of self perception." As shown by data in Table III, the upper third of the student teachers had a mean score of 27.19, while the lower third had a higher mean score of 32.69. This result indicates that there is more total conflict in self perceptions of the group perceived as less effective by their

A positive difference approaching the .05 level was found to exist for the Row 1, Identity Score of the Tennessee Self Concept Scale when the student teachers were grouped on the basis of student teaching effectiveness. On this scale the individual described his basic identity, what he is as he sees himself.

A significant difference at the .05 level of confidence was found to exist for the Row 2, Self Satisfaction Scale of the Tennessee Self Concept Scale when the student teachers were grouped on the basis of student-teaching effectiveness. In general this score reflects the level of self-satisfaction or self-acceptance. This finding suggests that there is a tendency for the student teacher who is satisfied with himself, as he perceives himself, to be evaluated as a more effective student teacher by his supervisors than those with a low self-acceptance.

A positive difference was found to exist for the Row 3, Behavior Scale of the Tennessee Self Concept Scale when the student teachers were grouped on the basis of student teaching effectiveness, although it was not significant at the .05 level of confidence. This scale measures the individual's perceptions of his own behavior or the way he functions.

A low positive difference was found to exist for the Self Criticism Scale of the Tennessee Self Concept Scale when the student teachers were grouped on the basis of student-teaching effectiveness. This difference was not significant

at the .05 level of confidence. High scores on this scale generally indicate a normal, healthy, openness and capacity for self-criticism.

From an examination of the data concerning Hypothesis I-A, it was found that there is a significant difference between the scores on the Total Positive, Total Conflict, and Row 2, Self Satisfaction Scales of the Tennessee Self Concept Scale and teaching effectiveness ratings. The decision was to reject the hypothesis of no significant difference for these scales. The decision on the Row 1, Identity, Row 3, Behavior Scale, and Self Criticism Scale was to accept the hypothesis of no significant difference.

Hypothesis II-B is that when the scores of elementary student teachers on the Bills' Index of Adjustment and Values are grouped according to student-teaching effectiveness and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference.

One of the principal purposes of the study was to determine whether self and self-other concepts held by a select group of elementary student teachers were related to their student-teaching success, as perceived by their supervising teachers. The eight scores yielded by the IAV were considered to be the independent variables, while ratings by supervising teachers of overall student-teaching success were the dependent variables.

When comparing the mean IAV scores on the Self Index Scale of the groups of student teachers rated in the upper third on student-teaching effectiveness, one will find a positive difference approaching the .05 level on all three scores revealing the self-acceptance of student teachers. The Self Scores of Column I reveal how the person feels about himself. Column II reveals how the person feels about being as he perceives himself, and Column III answers the question of ideal self-image (see Appendix B).

The self discrepancy scores were obtained by finding the sum of the differences between Column I and Column II without regard for sign. Analysis of the data in Table IV concerning comparisons on the Bills' reveals a negative difference which indicates that the less effective student teachers had a wider range between their self-perceptions and their ideal self-image than did the more effective group of student teachers.

The maximum possible score was 245 for each of the three columns in the Self Index. This was also true of the Others Index. The concept of self scores obtained in the present study (Self Index, Column I) ranged from a high of 227 to a low of 144 for the total group. The acceptance of self scores (Self Index, Column II) ranged from a high of 258 to a low of 110. The concept of ideal self scores (Self Index, Column III) ranged from a high of 305 to a low of 171. The Discrepancy Scores on the Self Index ranged from a high of 80 to a low of 10.

TABLE IV

COMPARISON OF BILLS' INDEX OF ADJUSTMENT AND VALUES SCORES
AND RATINGS OF STUDENT TEACHER EFFECTIVENESS

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Self, Column I	199.36	16.96	192.03	17.15	1.80
Self, Column II	185.33	25.37	174.31	21.50	1.96
Self, Column III	231.28	26.46	225.25	21.79	1.04
Self, Discrepancy	32.42	14.41	37.67	13.88	-1.55
Others, Column I	201.14	16.63	202.89	16.08	- .45
Others, Column II	186.08	23.91	183.31	21.22	.51
Others, Column III	229.78	10.05	226.89	12.17	1.08
Others, Discrepancy	31.61	13.90	30.16	14.98	.42

Significant at .05 level; 2.031 = t value at .05 level, 35 df.

Analysis of data on the Others section of the IAV reveals no significant relationships on the Others, Column I, Others, Column II, Others Discrepancy Score, and a very low positive difference on the Others, Column III scores. The Others, Column III score reveals that student teachers in the upper third as opposed to the lower third as grouped on teaching effectiveness tend to feel that others in their peer group have a high ideal self. The concept of others

(Others Index, Column I) ranged downward from a high of 238 to a low of 162. The Others, Column II ranged from 238 to 120. The Others, Column III (Ideal Self) ranged from 246 to 189. The Discrepancy Scores ranged from a high of 70 to an unusually low 0.

Comparison of Teaching Effectiveness and Scores on Personality Characteristics

Hypothesis I, C through P, is that when the scores of elementary student teachers on the fourteen different scales that are part of the Omnibus Personality Inventory are grouped according to student teaching effectiveness and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference.

Table V contains data pertaining to the Omnibus Personality Inventory scales and the ratings of student-teaching effectiveness. An examination of the data reveals that one variable, the Anxiety Level Scale was significant at the .01 level of confidence. Two other variables, Personal Integration and Response Bias, were significant at the .05 level of confidence.

According to the manual (4), high scorers on the Anxiety Level Scale deny that they have feelings or symptoms of anxiety and do not admit being nervous or worried. Low scorers perceive themselves as tense and high-strung and tend to have a poor opinion of themselves. It is especially

TABLE V

COMPARISON OF OMNIBUS PERSONALITY INVENTORY SCORES AND
RATINGS OF STUDENT TEACHING EFFECTIVENESS

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Thinking Introversion	24.22	6.77	21.81	6.34	1.54
Theoretical Orientation	16.75	4.90	14.78	4.81	1.70
Estheticism	14.11	3.81	13.64	3.93	.51
Complexity	13.00	5.51	13.31	5.10	-.24
Autonomy	23.72	6.52	22.42	7.27	.79
Religious Orientation	9.61	4.04	9.25	4.23	.37
Social Extroversion	25.97	6.83	23.25	6.44	1.72
Impulse Expression	23.64	8.82	22.72	8.52	.44
Personal Integration	39.78	7.51	34.06	10.17	2.69*
Anxiety Level	14.17	3.26	11.47	4.21	2.99**
Altruism	26.14	4.10	24.31	4.71	1.74
Practical Outlook	16.56	4.80	17.50	5.01	-.81
Masculinity-Femininity	23.44	5.26	21.92	5.41	1.20
Response Bias	14.83	4.41	12.67	4.41	2.06*
Intellectual Disposition Category	5.36	1.34	5.86	1.18	-1.66

*Significant at .05 level; 2.031 = t value at .05 level, 35 df.

**Significant at .01 level; 2.727 = t value at .01 level, 35 df.

important to notice the direction of scoring on this scale-- a high score indicates a low anxiety level. This finding tends to confirm the findings on the Tennessee Total Positive Scale that those students who had a high opinion of themselves were judged to be effective student teachers by their supervisors.

On the variable of Personal Integration, those with high scores admit few attitudes and behaviors that characterize socially alienated or emotionally disturbed persons. Persons who score low on this variable admit intentionally avoiding others, experiencing feelings of hostility and aggression along with feelings of isolation, loneliness, and rejection. The low scorers on this variable also admit that at times they feel completely inadequate and feel there is a barrier between them and others--that no one understands them. They admit that they are not as happy as others seem to be. This finding, significant at better than the .05 level of confidence, that the more effective group of student teachers made significantly higher scores than the less effective group tends to confirm the belief of Rogers (6) and others (1, 2, 3, 4) that indeed those who feel themselves adequate are perceived to be more effective in the teaching profession.

The measure of Response Bias found significant at the .05 level of confidence is composed chiefly of items seemingly unrelated to the other measures. It represents an attempt to assess the person's attitude during the test. High scorers on the Response Bias Scale admit enjoying thinking about problems which challenge experts; they feel close to other people and do not forget what people say to them. Low scorers admit sometimes feeling difficulties mounting so high they cannot overcome them; also, they report periods of great restlessness and find it difficult to concentrate on a

problem for any length of time. Thus, high scores indicate a high state of well-being, while low scores indicate feelings of depression.

The hypothesis of no significant difference is rejected for the three scales, Personal Integration, Anxiety Level, and Response Bias of the Omnibus Personality Inventory. Several of the other scales on the OPI display interesting positive differences, which, however, are not significant at the .05 level of confidence. Analysis of the data shows that three scales--Theoretical Orientation, Social Extroversion, and Altruism--reveal positive relationships at the .10 level of confidence.

As described in the OPI manual (4), high scorers on the Theoretical Orientation Scale tend to seek logical approaches to problems and situations. High scores on the Social Extroversion Scale display a strong interest in being with people and seeking social activities. On the Altruism Scale those who make high scores admit a strong concern for the feelings and welfare of people they meet.

The other scales of the OPI--Thinking Introversion, Estheticism, Complexity, Autonomy, Religious Orientation, Impulse Expression, Practical Outlook, and Masculinity-Femininity--were not found to be positively related to success in student teaching. Thus, the decision was to accept the hypothesis of no significant difference for these scales.

Comparison of Grade-Point Averages
and Self Concept Scores

Hypothesis II-A is that when the scores of elementary student teachers on the Tennessee Self Concept Scale are grouped according to grade-point averages and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference. Table VI contains data pertaining to the grade-point average grouping criteria.

TABLE VI
MEANS, STANDARD DEVIATIONS, AND FISHER'S t FOR
GRADE-POINT AVERAGES

Variable	Upper Third		Lower Third		t
	Mean	SD	Mean	SD	
GPA	3.50	1.72	2.41	2.30	22.58*

*Significant at .001 level; 3.60 = t value at .001 level, 35 df.

An examination of the data in Table VII reveals the results of analysis of differences between the Tennessee Self Concept Scales and the grade-point averages for all college hours above the sixty-hour level. Only one scale of the Tennessee Self Concept Scale reveals any relationship of note. The negative difference found on the Total Conflict Scale indicates that student teachers who were judged as less effective by their supervisors exhibited more conflict by their higher scores on this scale. A high score on this

TABLE VII
 COMPARISON OF TENNESSEE SELF CONCEPT SCALE SCORES AND
GRADE-POINT AVERAGES

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Total Positive	355.69	29.64	351.78	26.85	.60
Total Conflict	28.28	6.76	31.58	8.38	-1.82
Row 1 Identity	132.42	8.91	132.19	8.16	.11
Row 2 Satisfaction	107.69	14.39	104.22	13.59	1.04
Row 3 Behavior	115.58	9.88	115.36	9.93	.09
Self Criticism	35.78	5.84	34.67	5.25	.84

Significance at the .05 level: $2.031 = \underline{t}$ value at .05 level, 35 df.

Examination of the data in Table VII reveals that the differences in mean scores between the upper and lower one-third groups on the scales of the Tennessee Self Concept Scale failed to reach the .05 level of significance. Thus, the hypothesis of no significant difference was accepted.

Hypothesis II-B is that when the scores of elementary student teachers on the Bills' Index of Adjustment and Values are grouped according to grade-point averages and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference. Table VIII contains data pertaining to the Bills' Index of Adjustment and Values

TABLE VIII

COMPARISONS OF BILLS' INDEX OF ADJUSTMENT AND VALUES
SCORES AND GRADE-POINT AVERAGES

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Self, Column I	198.33	18.40	195.06	14.19	1.60
Self, Column II	184.33	28.20	179.89	17.30	.95
Self, Column III	233.72	29.53	222.28	13.67	1.12
Self, Discrepancy	32.61	11.76	34.81	13.56	-.83
Others, Column I	205.17	15.92	201.42	18.99	2.98**
Others, Column II	187.83	24.86	186.92	18.24	.94
Others, Column III	230.78	10.40	228.64	12.91	-.79
Others, Discrepancy	29.11	12.88	31.69	16.10	-2.59*

*Significant at the .05 level; 2.031 = t value at .05 level, 35 df.

**Significant at the .01 level; 2.727 = t value at .01 level, 35 df.

and the grade-point averages for all college hours above the sixty-hour level. An examination of the data reveals that the Others, Column I of the Bills' Index of Adjustment and Values reached a significant .01 level of confidence. The Others, Column I indicates how the person perceives others in his peer group. The higher scores made by the students with higher grade-point averages reveals a tendency for them

to possess a higher opinion of others than do the student teachers with lower grade-point averages.

A significant negative relationship at the .05 level of confidence on the Others Discrepancy score indicates that student teachers with higher grade-point averages feel that others in their peer group experience little conflict between their perceived self and ideal self, while the student teachers with lower grade-point averages feel that others in their peer group experience considerable conflict.

The hypothesis of no significant difference between student teachers with high grade-point averages and low grade-point averages must be rejected for the Others, Column I, and the Others Discrepancy Scale of the IAV.

It is interesting to note the positive difference approaching the .10 level of confidence on the Self, Column I, a result which indicates that student teachers with high grade-point averages reveal a positive self-concept. The hypothesis of no significant difference between student teachers with higher grade-point averages must be accepted for the following scales of the Bills' Index of Adjustment and Values: Self, Column I; Self, Column II; Self, Column III; Self Discrepancy; Others, Column II; and Others, Column III.

Comparison of Grade-Point Averages and
Scores on Personality
Characteristics

Hypothesis II-C is that when the scores of elementary student teachers on the fourteen different scales that are part of the Omnibus Personality Inventory are grouped according to grade-point averages and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference. Table IX contains data pertaining to the OPI Scales and the grade-point averages for all college hours above the sixty-hour level. An examination of the data reveals that two of the scales are significant at the .01 level of confidence, the Autonomy Scale and the Altruism Scale.

The high scores on the Autonomy Scale by the student teachers with higher grade-point averages indicate a tendency by this group to be independent of authority and tolerant of viewpoints other than their own.

High scores on the Altruism by the student teachers with higher grade-point averages reveal that this group admits strong concern for the feelings and welfare of people they meet.

Three other scales of the Omnibus Personality Inventory--the Impulse Expression, the Personal Integration, and the Response Bias--were found to be significant at the .05 level of confidence.

TABLE IX
COMPARISONS OF OMNIBUS PERSONALITY INVENTORY SCORES AND
GRADE-POINT AVERAGES

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Thinking Introversion	24.00	6.01	21.86	5.12	1.60
Theoretical Orientation	16.72	5.56	15.50	5.25	.95
Estheticism	13.58	3.30	12.61	3.95	1.12
Complexity	12.39	4.64	13.39	5.37	- .83
Autonomy	25.33	6.20	20.47	7.38	2.98**
Religious Orientation	10.00	4.29	9.11	3.56	.94
Social Extroversion	23.25	7.17	24.44	5.28	- .79
Impulse Expression	21.11	7.87	26.00	7.93	-2.59*
Personal Integration	39.53	7.64	33.94	9.85	2.65*
Anxiety Level	13.28	3.16	12.33	4.18	1.07
Altruism	26.67	3.42	23.72	4.86	2.93**
Practical Outlook	15.97	5.24	18.11	4.86	-1.77
Masculinity-Femininity	23.14	5.26	23.72	5.53	- .45
Response Bias	14.83	4.27	12.31	4.21	2.50*
I.D.C.	5.50	1.21	5.72	1.17	- .78

*Significant at .05 level; 2.031 = t value at .05 level, 35 df.

**Significant at .01 level; 2.727 = t value at .05 level, 35 df.

High scores on the Impulse Expression Scale indicate that these high scorers often act on the spur of the moment. Low scorers on this scale admit they did not give teachers much trouble in school and would be uncomfortable in anything other than fairly conventional dress.

A high score on the Personal Integration Scale is made by persons who admit few attitudes and behaviors that characterize socially alienated or emotionally disturbed persons. Low scorers on this scale admit feeling completely inadequate at times. Low scorers also admit that often they intentionally avoid others and experience feelings of hostility and aggression along with feelings of isolation, loneliness, and rejection.

High scores on the Response Bias Scale reveal persons who enjoy thinking about problems which challenge experts and admit they feel close to other people. They indicate a high state of well being, while low scores indicate feelings of depression. The low scorers also admit feeling difficulties mounting so high sometimes that they cannot overcome them. Periods of great restlessness are also admitted by low scorers on this scale, along with periods when concentration seems very difficult.

Five of the fourteen scales of the OPI were found to be significant at or above the .05 level of confidence. Thus, the hypothesis of no significant difference on these scales was rejected.

Comparison of Age and Self Concept Scores

Hypothesis III-A is that when the scores of elementary student teachers on the Tennessee Self Concept Scale are grouped according to age and the scores of the upper and

lower one-third of the subjects are compared, there will be no significant difference. Table X contains data pertaining to the age grouping criteria.

TABLE X
COMPARISONS OF AGE CRITERIA FOR GROUPS

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Age:					
In Months	346.53	80.07	260.83	8.08	6.30*
In Years	28.88		21.74		

*Significant at .001 level; 3.60 = t value at .001 level, 35 df.

Table XI contains data pertaining to the Tennessee scales and the ages of the student teachers. An examination of the data reveals that none of the scores on the six variables were found to be significant at the .05 level of confidence. From the very small mean differences in the groups, it is possible to conclude that there is no difference between self-acceptance and age, comparing the upper and lower one-thirds. Thus, the hypothesis of no significant difference is accepted for all six of the scales of the Tennessee Self Concept Scale.

Hypothesis III-B is that when the scores of elementary student teachers on the Bills' Index of Adjustment and Values

TABLE XI
 COMPARISONS OF TENNESSEE SELF CONCEPT SCALE SCORES AND
 GROUPING BY AGE

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Total Positive	350.86	27.02	350.19	28.97	.10
Total Conflict	32.03	8.27	29.31	9.06	1.31
Row 1 Identity	130.94	7.08	131.47	8.91	- .27
Row 2 Satisfaction	130.92	14.84	104.92	14.38	- .29
Row 3 Behavior	116.00	10.01	113.81	9.87	.92
Self Criticism	35.28	5.51	34.61	5.39	.51

Significance at .05 level; 2.031 = t value at .05 level, 35 df.

are grouped according to age and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference.

Table XII contains data pertaining to the Bills' scales and the ages of the student teachers. An examination of the data reveals that none of the scores on the eight scales of the Bills' Index of Adjustment and Values were found to be significant at the .05 level of confidence. Thus, the hypothesis of no significant difference was fully supported by the research findings.

TABLE XII
COMPARISONS OF BILLS' INDEX OF ADJUSTMENT AND VALUES
SCORES AND GROUPING BY AGE

Variable	Upper Third		Lower Third		t
	Mean	SD	Mean	SD	
Self, Column I	193.50	16.73	194.64	19.21	-.26
Self, Column II	177.78	26.85	181.17	23.15	-.57
Self, Column III	227.89	29.86	228.72	17.50	-.14
Self, Discrepancy	35.97	12.87	35.19	15.52	.23
Others, Column I	204.08	17.99	202.58	17.20	.36
Others, Column II	184.86	24.20	184.67	22.75	.03
Others, Column III	230.61	12.50	227.64	11.85	1.02
Others, Discrepancy	29.53	13.62	29.97	17.39	-.12

Significance at .05 level: 2.031 = t value at .05 level, 35 df.

Comparison of Age and Personality Characteristics

Hypothesis III-C is that when the scores of elementary student teachers on the fourteen different scales that are part of the Omnibus Personality Inventory are grouped according to age and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference.

Table XIII contains data pertaining to the Omnibus Personality Inventory and the ages of the student teachers. An examination of these data reveals that the only score that was significant at the .05 level of confidence was a negative difference on the Practical Outlook Scale. High scorers on this scale, in this case the younger age group,

TABLE XIII

COMPARISON OF OMNIBUS PERSONALITY INVENTORY SCORES
AND GROUPINGS BY AGE

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Thinking Introversion	23.83	6.44	20.92	6.15	1.94
Theoretical Orientation	16.58	5.48	14.97	5.08	1.28
Estheticism	13.50	4.15	13.11	3.92	.40
Complexity	13.50	5.16	11.67	5.39	1.45
Autonomy	23.69	6.57	22.11	7.13	.97
Religious Orientation	9.06	4.74	8.78	3.07	.29
Social Extroversion	22.53	7.17	24.17	5.62	-1.06
Impulse Expression	20.94	7.91	22.89	6.83	-1.10
Personal Integration	37.00	8.26	36.25	8.79	.37
Anxiety Level	13.03	4.22	12.69	3.81	.35
Altruism	25.58	4.75	24.50	4.13	1.02
Practical Outlook	15.72	5.24	18.78	4.89	-2.52*
Masculinity-Femininity	24.31	4.96	22.58	4.80	1.48
Response Bias	13.81	4.79	13.14	3.95	.63
I.D.C.	5.47	1.26	5.92	1.38	-1.41

*Significant at .05 level; 2.031 = t value at .05 level, 35 df.

believe it is the responsibility of intelligent leadership to maintain the established order. The younger age group also admitted they disliked uncertainty and any unpredictability. People who score low on this scale, in this case the older student teachers, find a greater appeal in ideas than in facts and feel there is more than one right answer to most questions. The older student teachers, according

to this scale, reveal a tendency toward a higher tolerance for ambiguity. Because of the many ambiguous situations existing in most elementary teaching environments, it must be concluded that the older student teachers have an advantage of attitude over the younger student teachers. Thus, the hypothesis of no significant difference was rejected for the Practical Outlook Scale of the Omnibus Personality Inventory but accepted for the other scales of the Omnibus Personality Inventory.

Comparison of Scores on Intellectual Disposition
Category and Ratings on Teacher Effectiveness

Hypothesis IV is that when the scores of elementary student teachers on the Intellectual Disposition Category of the Omnibus Personality Inventory are grouped according to student-teaching effectiveness and the scores of the upper and lower one-third of the subjects are compared, there will be no significant difference.

Table XIV contains data pertaining to the Intellectual Disposition Category and the student-teaching ratings of effectiveness. An examination of the data reveals no significant difference between the more effective student teachers and the less effective student teachers on the Intellectual Disposition Category of the Omnibus Personality Inventory. Thus, the hypothesis of no significant difference was accepted.

TABLE XIV

COMPARISON OF OMNIBUS PERSONALITY INVENTORY INTELLECTUAL
DISPOSITION CATEGORY SCORES AND TEACHING
EFFECTIVENESS

Variable	Upper Third		Lower Third		<u>t</u>
	Mean	SD	Mean	SD	
Intellectual Disposition Category	5.36	1.34	5.86	1.18	-1.66

Significance at .05 level: $2.031 = \underline{t}$ value at .05 level, 35 df.

Comparison of Scores on the Tennessee Self
Concept Scale and the Bills' Index of
Adjustment and Values

Hypothesis V is that there will be no significant relationship between the scores of elementary student teachers on the Tennessee Self Concept Scale and those on the Bills' Index of Adjustment and Values.

On the basis of a Pearson product-moment coefficient of correlation, a significant r of .70 was found to exist between the scores on the Tennessee Self Concept Scale and those on the Bills' Index of Adjustment and Values. Since both scales purport to measure the self-concept, it can be assumed from the findings that they do indeed measure the same dimension of self-concept in the same positive direction. Thus, the hypothesis of no significant relationship between the scores of elementary student teachers on the Tennessee Self Concept Scale and the Bills' Index of

Adjustment and Values was rejected. It seems indicated from analysis of data pertaining to Hypothesis I that the Tennessee Self Concept Scale is the more effective measure of the two when dealing with the factors of success in student teaching.

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CHAPTER V

CONCLUSIONS, SUMMARY, AND RECOMMENDATIONS

Introduction

Conclusions and recommendations discussed in this chapter are those based on the findings and related to the originally stated purposes of this study. The discussion of the conclusions is organized around the specific hypothesis of the study to which it is related. The recommendations are enumerated separately, and a summary of general observations is included. The chapter is organized under these sub-topics: (1) Introduction, (2) Summary, (3) Conclusions, and (4) Recommendations.

This study was conducted primarily to provide information concerning whether or not meaningful relationships existed between a select group of elementary student teachers' self-concept and self-other concept as indicated by the Tennessee Self Concept Scale and the Bills' Index of Adjustment and Values and ratings of overall student-teaching performance by their supervisors. A secondary purpose of the study was to provide information concerning whether the elementary student teachers' personality characteristics as indicated by the Omnibus Personality Inventory were significantly related to grade-point average, age, and the

ratings of student-teaching success by the student teacher supervisors.

Summary

One hundred and eight elementary student teachers engaged in supervised student teaching in the Fort Worth area were the subjects of the study. Measures of the self and self-other concepts were obtained by administering the Tennessee Self Concept Scale and the Bills' Index of Adjustment and Values. Personal data were obtained from the respective colleges involved in the study. Ratings of student-teaching success were obtained from the supervisors of the student teachers. The criterion for success in this study was the average of these two student-teaching ratings made independently by the university supervisor and the cooperating teacher. The scale used for this purpose was the Professional Judgment of Student Teacher Competence (see Appendix A).

A positive significant difference at the .05 level of confidence was found to exist between ratings of student-teaching effectiveness and the student teachers' attitude toward self as revealed through several scales of the Tennessee Self Concept Scale. This finding would seem to indicate that those student teachers who perceived themselves in essentially positive ways, and who felt themselves adequate, worthy, acceptable persons were able to function

adequately in the student-teaching situation as judged by their supervisors. Their successful student-teaching performance seemed to indicate that they were functioning in terms of their perceptions of themselves. It was also found that the more effective student teachers had less total conflict than the less effective student teachers. These findings are in accord with what Carl Rogers (8) has reported in his experiences in psychological clinics. He has found in counseling disturbed people that it has more often been necessary to direct counseling toward a client's perception of himself than toward his perception of the external world. Victor Raimy (7) also has found that in successfully counseled cases in the clinic there have been revealed shifts of attitude toward greater self-approval.

A review of previously conducted research in the area of teacher effectiveness disclosed that certain teacher personality traits appear to have an effect upon the kinds of learning experiences which are provided for the pupils in the classroom. While there was general agreement among investigators (2, 4, 5, 6, 7, 8) that it was of primary significance that the characteristics of successful teachers be as thoroughly understood as possible, many uncertainties remain regarding the traits, talents, and competencies which separate the effective teachers from the average or from the ineffective teachers.

A significant relationship at or beyond the .05 level of confidence was found to exist between ratings of student teaching effectiveness and three of the personality characteristics as revealed by the scales of the Omnibus Personality Inventory. The findings in this study revealed that the more effective student teachers made significantly higher scores on the two scales of the Omnibus Personality Inventory than the less effective student teachers. This result reflects the students' positive attitude toward themselves and others. The third scale, Anxiety Level, revealed a significant negative relationship at the .01 level of confidence. This finding suggests that the effective student teachers had a low anxiety level. No definite pattern of essential personality traits was revealed as being essential for elementary teaching although several characteristics were significantly related to student-teaching success.

A significant positive relationship at the .01 level of confidence was found to exist between grade-point average and the Others, Column I scale of the Bills' Index of Adjustment and Values. The Others, Column I score reflects the student teacher's perception of how others view themselves. A positive relationship at the .05 level of confidence was found to exist between grade-point average and the Others Discrepancy score, a result which reveals a tendency for the effective student teachers to believe that others in their peer group have little conflict in their self-concept, while

the less effective student teachers believed that others have considerable conflict in their self-concept.

A significant positive relationship at the .05 level of confidence was found to exist between grade-point average and three of the scales on the Omnibus Personality Inventory, the Impulse Expression Scale, the Personal Integration Scale, and the Response Bias Scale. Two other scales, the Autonomy Scale and the Altruism Scale, were found to be significantly related to grade-point average at the .01 level of confidence. While many relationships were revealed between grade-point average and personality characteristics, it appeared that different patterns of personality may be needed for student-teaching effectiveness in different environmental settings.

The only significant relationship between the age criteria and the measures of self-concept and personality characteristics was found to exist for the Practical Outlook Scale of the Omnibus Personality Inventory. A significant negative relationship at the .05 level of confidence on this scale indicates that the older student teachers found a greater appeal in ideas than in facts, and they felt there was more than one right answer to most questions.

There was no significant difference between student-teaching effectiveness and the scores on the Intellectual Disposition Category of the Omnibus Personality Inventory.

A correlation of .70 was found to exist between scores on the Tennessee Self Concept Scale and the Bills' Index of Adjustment and Values. This finding indicates these two scales are measuring the same dimension of self-concept. It seems indicated from further analysis of data pertaining to Hypothesis I that the Tennessee Self Concept Scale is the more effective measure of the two when dealing with the factors of success in student teaching.

There are several observations which need to be emphasized. The most important is that a positive self-concept and several personality factors were found to be significantly related to success in student teaching. The findings of this study and others (3, 4, 6, 9) indicate that the self-concept measures, especially the Tennessee Self Concept Scale, can be used to select prospective student teachers who will be successful in their student-teaching experience. The most significant finding of the present study emphasizes the importance of a student teacher's feelings of adequacy about himself and its significant relationship to success in student-teaching experience.

It should be emphasized that the complex nature of human personality does not permit direct relationships to other variables. In Bonney's study (1, p. 25) at North Texas State University, it was shown that a "highly normal" personality could best be described "as a complex integration of many personality traits frequently considered to be

opposites." In considering the findings of this study it should be reiterated that no one measure or factor of human personality should be used as the sole predictor of success during student teaching. Rather those involved with teacher education should be seeking a combination of factors which have or can be related to success in the student-teaching experience.

This investigation was made with the expectation that it might reveal an added factor which could be associated with success in student teaching, and, if supported by further evidence, would be of value in the development of criteria to be used in identifying and selecting students for admission to student teaching. It was also felt that this study might be of assistance to personnel who are responsible for guiding and directing the growth of college and university students in teacher education.

Conclusions

As a result of a careful examination and treatment of the data, pertinent findings relative to the differences between evaluative ratings of certain elements of the teaching situation and the self-acceptance scores of student teachers are presented in the order of their analysis, along with resulting conclusions. Each of the hypotheses was stated in the null form. The conclusions which follow were drawn on the basis of the findings revealed through the

testing of these null hypotheses and are limited to the sample utilized in this study.

1. An adequate self-concept should be one of the factors considered in admission to the teacher education program.

2. Early identification of students harboring serious doubts about themselves is desirable so that adequate counseling can be provided before admission to the student-teaching phase of their program.

3. Students might well be asked to delay their student teaching when there is evidence of any serious personality problem.

4. In addition to other factors, self-acceptance should be considered in predicting the effectiveness of student teachers.

5. The study of the relationship of self-acceptance to other aspects of the teaching-learning situation and to other factors that may be related to teaching effectiveness should be evaluated by teacher education institutions as part of their programs.

Recommendations

This study provides information regarding some factors which may influence student-teaching success. There is need for more accurate identification of effective student teachers. Based upon the review of the research and the

findings of this study, the following recommendations are made.

1. An earlier administration of personality tests and inventories revealing self-acceptance is recommended in order that such data might be utilized in relation to the student-teaching experience.

2. It is further recommended that the student teacher education institutions provide proper guidance facilities so that students who reveal low acceptance of self may have the opportunity to improve this aspect of their professional development.

3. It is recommended that teacher education institutions seek to discover new and more appropriate teacher education experiences for prospective teachers according to their personality needs.

4. It is recommended that teacher education institutions study the relationship of self-acceptance to other aspects of the teaching-learning situations, especially the effect of the student teacher's self-concept on the self-concept of the students in his classroom.

5. It is recommended that further studies be made to identify other personality factors which may be effective predictors of student-teaching success.

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APPENDIX A

PROFESSIONAL JUDGMENT OF STUDENT TEACHER COMPETENCE

Student Teacher _____

INSTRUCTIONS: Please indicate your professional judgment of the competence of your student teacher by placing a check mark before the description below which, in your opinion, most nearly describes his prospects. If you find it impossible to choose between two adjacent descriptions, feel free to indicate this fact by checking them both. This information is for research purposes only and will not be used for Placement Office purposes.

_____ Student teacher still falls short of being ready to take on a regular teaching position; needs further improvement before I could honestly predict for him success in the teaching profession.

_____ Student teacher is making progress and shows promise; for his own good, however, it would probably be best if in his first position he could continue to receive close supervision and support for awhile longer.

_____ Student teacher has done a reasonably good job and I feel he is now competent to handle a classroom of his own satisfactorily.

_____ Student teacher has done a very good job; I am convinced he will be an asset to whatever school system may hire him and may even become outstanding in time.

_____ Student teacher has done an unusually good job; with a little more opportunity for professional growth that will come from having a job on his own, he is almost certain to become an outstanding teacher.

Student teacher has done such an outstanding job that I believe that right now he could step into any elementary or high school in this area and be considered an outstanding teacher.

APPENDIX B

SELF INSTRUCTIONS FOR IAV

There is a need for each of us to know more about ourselves, but seldom do we have an opportunity to look at ourselves as we are or as we would like to be. On the following page is a list of terms that to a certain degree describe people. Take each term separately and apply it to yourself by completing the following sentence:

I AM A (AN) _____ PERSON.

The first word in the list is academic, so you would substitute this term in the above sentence. It would read--I am an academic person.

Then decide HOW MUCH OF THE TIME this statement is like you, i.e., is typical or characteristic of you as an individual, and rate yourself on a scale from one to five according to the following key.

1. Seldom, is this like me.
2. Occasionally, this is like me.
3. About half of the time, this is like me.
4. A good deal of the time, this is like me.
5. Most of the time, this is like me.

Select the number beside the phrase that tells how much of the time the statement is like you and insert it in Column I on the next page.

EXAMPLE: Beside the term ACADEMIC, number two is inserted to indicate that--occasionally, I am an academic person.

Now go to Column II. Use one of the statements given below to tell HOW YOU FEEL about yourself as described in Column I.

1. I very much dislike being as I am in this respect.
2. I dislike being as I am in this respect.
3. I neither dislike being as I am nor like being as I am in this respect.
4. I like being as I am in this respect.

You will select the number beside the statement that tells how you feel about the way you are and insert the number in Column II.

EXAMPLE: In Column II beside the term ACADEMIC, number one is inserted to indicate that I dislike very much being as I am in respect to the term, academic. Note that being as I am always refers to the way you described yourself in Column I.

Finally, go to Column III; using the same term, complete the following sentence:

I WOULD LIKE TO BE A (AN) _____ PERSON.

Then decide HOW MUCH OF THE TIME you would like this trait to be characteristic of you and rate yourself on the following five point scale.

1. Seldom, would I like this to be me.
2. Occasionally, I would like this to be me.
3. About half of the time, I would like this to be me.
4. A good deal of the time, I would like this to be me.
5. Most of the time, I would like this to be me.

You will select the number beside the phrase that tells how much of the time you would like to be this kind of a person' and insert the number in Column III.

EXAMPLE: In Column III beside the term ACADEMIC, number five is inserted to indicate that most of the time, I would like to be this kind of person.

Start with the word ACCEPTABLE and fill in Column I, II, and III before going on to the next word. There is no time limit. Be honest with yourself so that your description will be a true measure of how you look at yourself.

"OTHERS" INSTRUCTIONS FOR IAV

We would like to get a better idea of what you think other people are like. To do this we would like you to first think of other people who are in general like you, for example, other college freshmen, sophomores, juniors, or seniors, other teachers, other administrators, etc. and second to complete the IAV as you think the average person in this group would complete it for himself. Take each of the 49 words and use it to complete the following sentence

HE IS A (AN) _____ PERSON.

Then decide how much of the time this statement is like this average person, i.e., is typical or characteristic of him in general, and rate him as he would rate himself on the following scale:

1. Seldom, is this like he sees himself.
2. Occasionally, this is the way he sees himself.
3. About half of the time, this is the way he sees himself.
4. A good deal of the time, this is the way he sees himself.
5. Most of the time, this is the way he sees himself.

Select the number beside the phrase that tells how much of the time he sees himself this way and insert it in Column I on the blank.

EXAMPLE: Beside the term ACADEMIC, number two is inserted to indicate that this average person in your reference group sees himself occasionally as an academic person.

Now go to Column II. Use one of the statements given below to tell how he usually feels about himself as described in Column I.

1. He very much dislikes being as he is in this respect.
2. He dislikes being as he is in this respect.
3. He neither dislikes being as he is nor likes being as he is in this respect.
4. He likes being as he is in this respect.
5. He very much likes being as he is in this respect.

Select the number beside the statement that tells how the average person in your group feels about the way he is and insert it in Column II.

EXAMPLE: In Column II beside the term ACADEMIC, number one is inserted to indicate that this person dislikes very much being as he is in respect to the term, academic. Note that being as "he is" always refers to the way he was described in Column I.

Finally, go to Column III. Using the same term, complete the following sentence:

HE WOULD LIKE TO BE A (AN) _____ PERSON.

Then decide how much of the time this average person in your group would like this trait to be characteristic of him and rate him on the following five point scale:

1. Seldom, would he like this to be him.
2. Occasionally, he would like this to be him.
3. About half of the time, he would like this to be him.
4. A good deal of the time, he would like this to be him.
5. Most of the time, he would like this to be him.

Select the number beside the phrase that tells how much of the time this average person in your group would like to be this kind of person and insert the number in Column III.

EXAMPLE: In Column III beside the term ACADEMIC, number five is inserted to indicate that most of the time this average person in your group would like to be this kind of person.

Start with the word ACCEPTABLE and fill in Columns I, II, and III before going on to the next word. There is no time limit.

	I	II	III
a. academic	_____	_____	_____
1. acceptable	_____	_____	_____
2. accurate	_____	_____	_____
3. alert	_____	_____	_____
4. ambitious	_____	_____	_____
5. annoying	_____	_____	_____
6. busy	_____	_____	_____
7. calm	_____	_____	_____
8. charming	_____	_____	_____
9. clever	_____	_____	_____
10. competent	_____	_____	_____
11. confident	_____	_____	_____
12. considerate	_____	_____	_____
13. cruel	_____	_____	_____
14. democratic	_____	_____	_____
15. dependable	_____	_____	_____
16. economical	_____	_____	_____
17. efficient	_____	_____	_____
18. fearful	_____	_____	_____
19. friendly	_____	_____	_____
20. fashionable	_____	_____	_____
21. helpful	_____	_____	_____
22. intellectual	_____	_____	_____
23. kind	_____	_____	_____
24. logical	_____	_____	_____

	I	II	III
25. meddlesome	_____	_____	_____
26. merry	_____	_____	_____
27. mature	_____	_____	_____
28. nervous	_____	_____	_____
29. normal	_____	_____	_____
30. optimistic	_____	_____	_____
31. poised	_____	_____	_____
32. purposeful	_____	_____	_____
33. reasonable	_____	_____	_____
34. reckless	_____	_____	_____
35. responsible	_____	_____	_____
36. sarcastic	_____	_____	_____
37. sincere	_____	_____	_____
38. stable	_____	_____	_____
39. studious	_____	_____	_____
40. successful	_____	_____	_____
41. stubborn	_____	_____	_____
42. tactful	_____	_____	_____
43. teachable	_____	_____	_____
44. useful	_____	_____	_____
45. worthy	_____	_____	_____
46. broad-minded	_____	_____	_____
47. businesslike	_____	_____	_____
48. competitive	_____	_____	_____
49. full of	_____	_____	_____

APPENDIX C

Dear Cooperating Teacher:

Your interest in the training of future teachers is evident because of your willingness to supervise a student teacher. The selection and training of well-qualified teachers is one of the most important tasks facing educators.

At present I am conducting a study which may provide useful information at the selection and training of future teachers. The information needed is a rating of your student teacher on the basis of her overall effectiveness as a teacher. This information is for research purposes only and will not be used in any way in the evaluating of your student teacher. To insure the confidential nature of this rating I am having you return this to me at my home.

Yours is an important responsibility in the successful completion of the research. The results of the study will be made available to you upon completion if you will forward a request to me. Thank you for your assistance.

You will find a stamped addressed envelope for your convenience. Please send the completed form to me by return mail.

Sincerely yours,

/s/ Sue Passmore

Mrs. Sue Passmore
Assistant Professor
Texas Wesleyan College

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